Worst Jobs in History: Worksheet

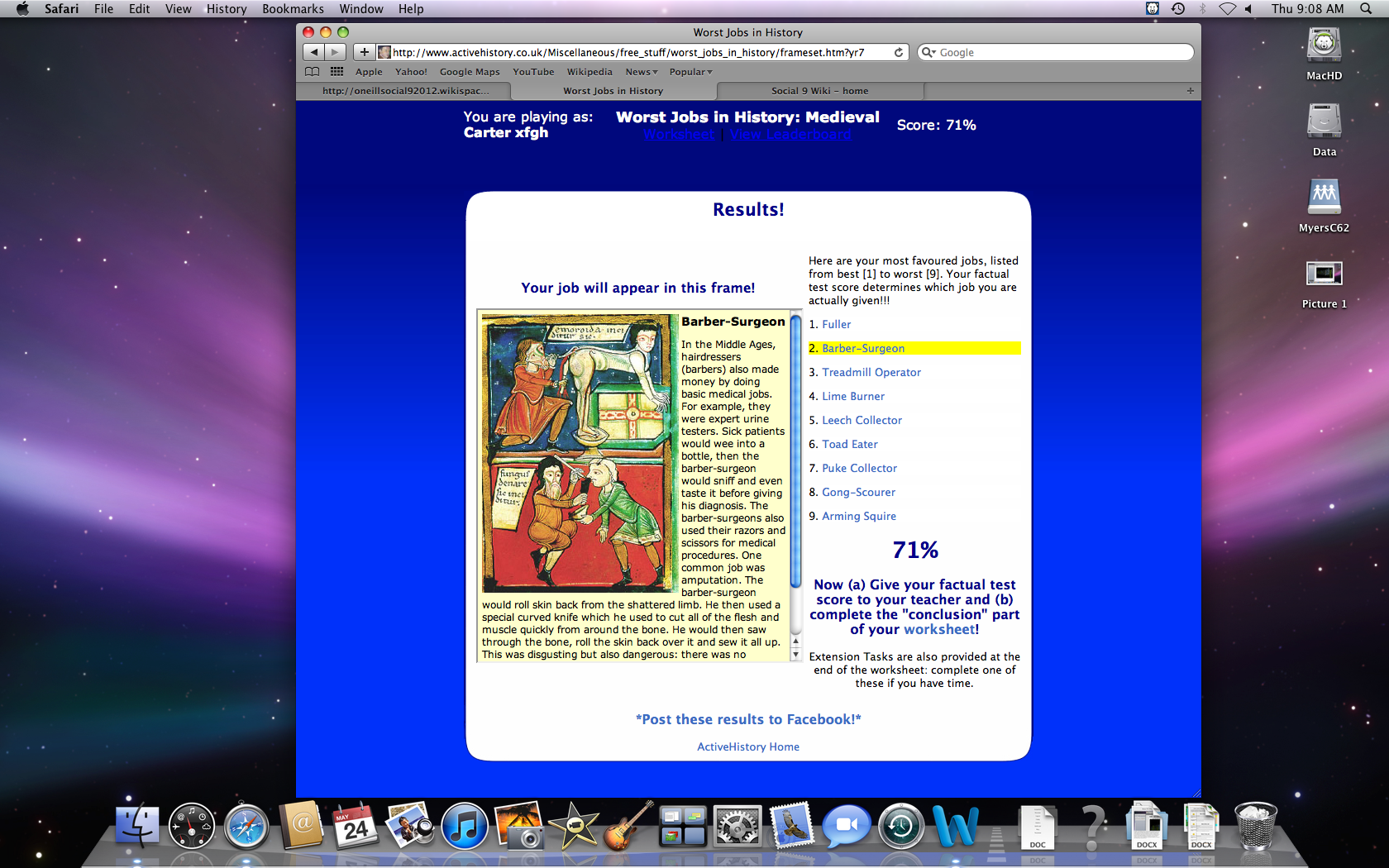
• This simulation is designed to help you understand the terrible working conditions experienced by ordinary people in history. You can use the information you learn here to help answer the Big Question "Was life good or bad during this period?".

• Complete this worksheet as you progress through the simulation.

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| --- | --- |
| boring | **Most Dangerous Job** |
| Title of the Job | Toad Eater |
| What does this job involve? | Pretending to be sick so a fake doctor can “heal” you. |
| What makes this job so **dangerous**? | It’s not healthy to eat toads. |

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| dangerous | **Most Dirty Job** |
| Title of the Job | Arming squire |
| What does this job involve? | Cleaning up armour after battle and helping soldiers getting into armour. |
| What makes this job so **dirty**? | Knights would go to the washroom in their armour. |

|  |  |
| --- | --- |
| tiring | **Most Tiring Job** |
| Title of the Job | Treadmill operator |
| What does this job involve? | Run in a huge hamster wheel to lift stuff |
| What makes this job so **tiring**? | You ran for hours. |



**Conclusion**

|  |  |
| --- | --- |
| What was your final factual test score? | 71% |
| What job did the computer give to you based on this score? | Barber Surgeon |
| If this job is not already mentioned above, describe what this job involves. | Cutting people’s hair and also doing surgeries. |

**Extension Tasks**

**1. Diamond 9 Diagram**

Produce a diamond 9 diagram using classtools.net.

Put the names of the jobs in the 9 boxes with a brief description of what each one involved. Then place the nastiest job at the top, and the least nasty job at the bottom.

Colour code your jobs (blue=dirty; red=dangerous; yellow=tiring).

Finally, explain why you ordered the jobs the way you did using the space at the right.

Save your "widget" when you are finished, or print it off.

**2. Decision-Making Tree**

Make notes on each of the 9 jobs given to you by the computer at the end of the simulation.

Your job is to construct a questionnaire which guides people towards their ideal “rubbish job”. Each question should be answered either “yes” or “no” (e.g. “Do you like working outdoors?”, “Do you like working with animals?”).

The “Yes” answers should ideally lead to 5 possible jobs, and the “No” answers lead to the other five jobs. Then, you have to come up with further questions which slowly narrow down each “branch” of your decision tree to just one job.

Try your decision trees out on each other around the class. Do you end up being allocated the same job? Do the people trying out your decision tree seem to agree that the job you match them to is the best option?

**3. Role-Play Dialogue**

The class should be arranged into small groups of 3-4 people. Each person within the group should have been matched up to a different “rubbish job” by the computer.

Construct an in-role dialogue between the characters in the group. Each member of the group wants to convince the others that their job is the worst of all. Start with each person describing what the job involves; then move on to “In what ways is the job dangerous?”, “In what ways is the job dirty?” and “In what ways is the job tiring?”.

Be prepared to exaggerate a little to make your job sound truly awful. The best inspiration should come from the famous Monty Python “Four Yorkshiremen” sketch which is easily located on [www.youtube.com](http://www.youtube.com).